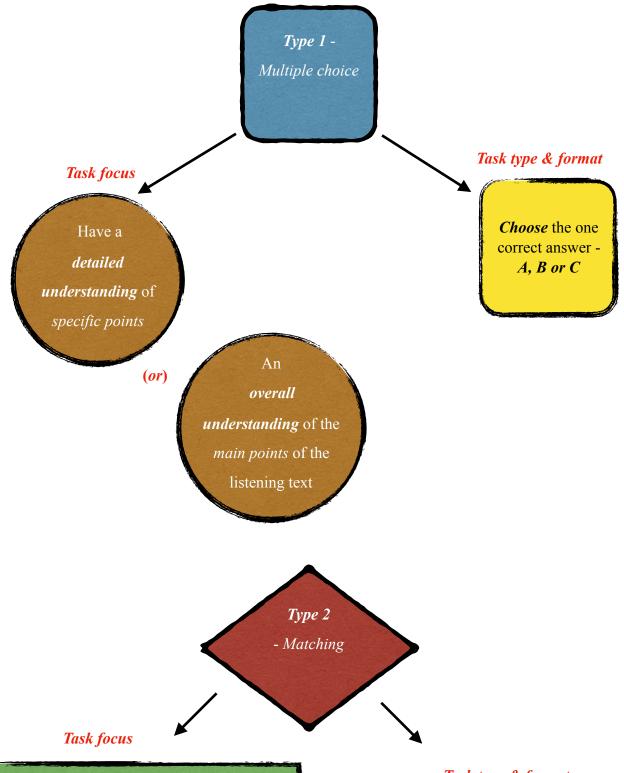


#Note: Poor spelling and grammar are penalised.

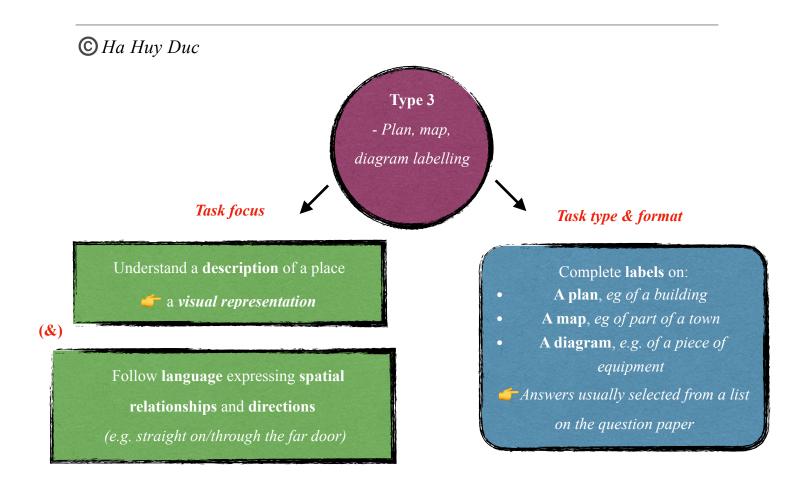
Marks: Each question is worth 1 mark.

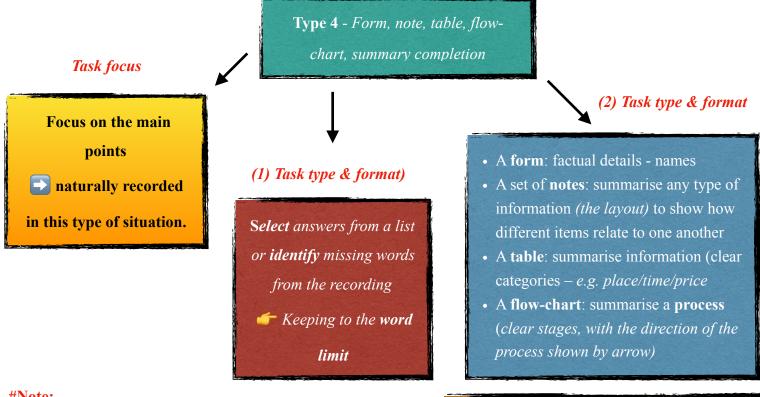


- Listening for detail
- Understand information in a conversation
 on an everyday topic, e.g. the different
 types of hotel / guest house accommodation
- Recognise relationships and connections between facts

Task type & format

Match a numbered list of items from the listening text to a set of options

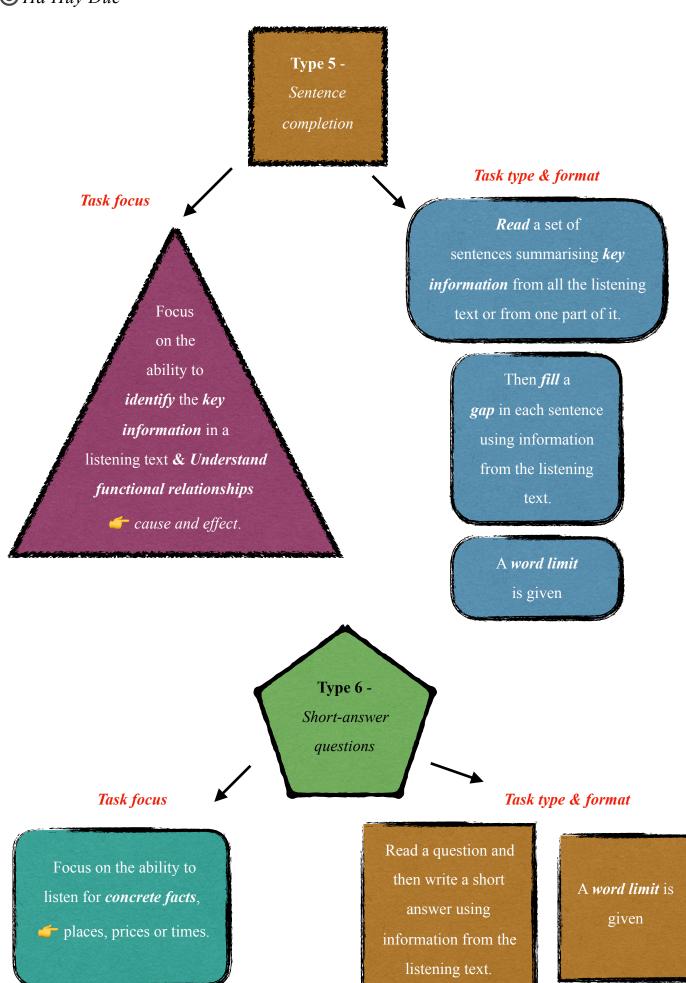




#Note:

- 1. Do not have to change the words from the recording
- 2. Contracted words will not be tested & Hyphenated words count as single words.

Fill in the **gaps** in an outline (main ideas/ *facts*) of part / of all of the listening text.



Academic Reading (40 questions - 60 mins)

#Note:

- Test takers required to transfer answers to an answer sheet during the time allowed
 & No extra time is allowed for transfer
- Poor spelling and grammar are penalised.
- Each question is worth 1 mark.
 No. of questions in each Task type: Variable

Reading:

- For gist,
- For main ideas
- For detail, skimming,
 understanding logical argument
 & recognising writers' opinions,
 attitudes and purpose.
- Include three long texts from the
 descriptive and factual to the
 discursive and analytical.
- Taken from *books*, *journals*,

 magazines and newspapers selected

 for a non-specialist audience but

 appropriate for people entering

 university courses or seeking

 professional registration.

Task type

- Multiple choice
- Identify information & the writer's views/claims
- Match information & headings
- Match features & sentence endings
- Sentence completion & summary completion
- Note completion & table completion
- Flow-chart completion, diagram label completion
- Short-answer questions.

Sources

- Texts taken from books,

 journals, magazines & newspapers, and

 written for a non-specialist audience.
- All the **topics** = general interest
- The passages written in a variety of styles
 & At least one text contains detailed logical argument
- Texts may contain non-verbal materials diagrams, graphs or illustrations

If texts contain technical terms a simple glossary is provided

Type 1 Multiple choice

Task type & format

Task Focus

Choose:

- The best answer from four alternatives (A, B, C or D)
- Or the best two answers from five alternatives (A, B, C, D or E)
- Or the best three answers from seven alternatives (A, B, C, D, E, F or G)

The *questions* may involve:

- Sentence given, then *choose the best way* to complete it from the *options*
- *Or complete questions* choose the option which best answers them.

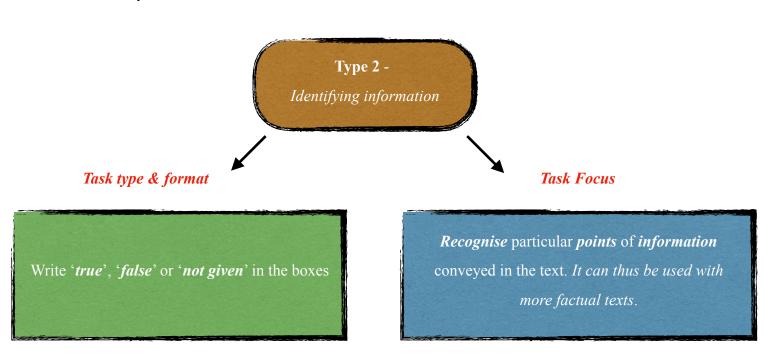
Test a wide range of reading skills:

- Detailed *understanding* of *specific points*
- Or an overall understanding of the main points of the text.

#Note:

The questions are in the same order as the information in the text:

- The answer to the first question in this group will be located in the text before the answer to the second question, and so on.
- This task type may be used with any type of text.



#Note:

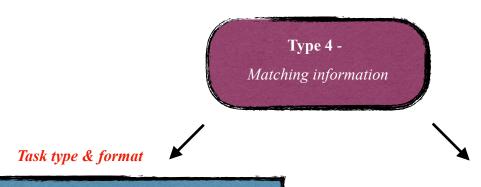
- 'False' means that the passage states the opposite of the statement in question
- 'Not given' means that the statement is neither confirmed nor contradicted by the information in the passage.

Any **knowledge** from outside the passage should **not** play a part when deciding on their **answers**.

Type 3 Identifying writer's views/ Task type & format Task Focus Recognise opinions or ideas, and so it is often used with discursive or argumentative texts.

- 'No' means that the *views* or *claims* of the writer *explicitly disagree* with the statement, i.e. the writer somewhere expresses the view or makes a claim which is *opposite* to the one given in the question
- 'Not given' means that the view or claim is neither confirmed nor contradicted.

 Any knowledge from outside the passage should not play a part when deciding on their answers.



Locate specific information within the lettered paragraphs/sections of a text

- Write the letters of the correct paragraphs/ sections in the boxes on their answer sheet.
- Find: specific details, an example, a reason, a description, a comparison, a summary, an explanation & Find information in every paragraph/section of the text, but there may be more than one piece of information.

Task Focus

Scan for specific information

Unlike task type 5 - Matching headings, it is concerned with specific information rather than with the main idea.

- Test takers need to locate in a given paragraph/section. When this is the case, they will be told that they can *use any letter more than once*.
- This type of task can be used with any text as it tests a wide range of reading skills, from locating detail to recognising a summary or definition.

Type 5 Matching headings Task type & format Task Focus A list of headings, usually identified with lowercase Roman numerals (i, ii, iii, etc.). A heading will refer to the main idea of the paragraph or section of the text. Test takers must match the heading to the correct paragraphs or sections, which are marked Type 5 Matching headings Task Focus • Recognise the main idea or theme in the paragraphs or sections of a text • Distinguish main ideas from supporting ones.

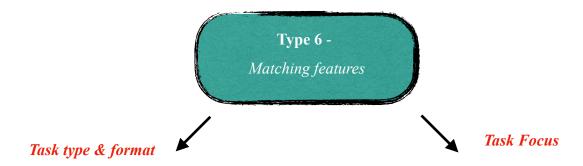
alphabetically & Test takers write the appropriate

Roman numerals in the boxes on their answer

sheets.

- There will always be more headings than there are paragraphs or sections, so that some headings will not be used.
- Some *paragraphs* or *sections* may *not* be *included* in the task.

 One or more paragraphs or sections may already be matched with a heading as an example for test takers. This task type is used with texts that contain paragraphs or sections with clearly defined themes.



Match a set of statements or pieces of information to a list of options - a group of features from the text are identified by letters.

- *Recognise relationships* and *connections* between *facts* in the text
- Recognise opinions and theories
- It may be used both with factual information, as well as opinion-based discursive texts
- Test takers need to be able to skim and scan the text in order to locate the required information and to read for detail

#Note:

- Test takers may, for example, be required to *match different research findings* to a list of *researchers*, *or characteristics to age groups, events to historical periods*, etc.
- It is possible that some *options* will *not* be *used*, and that *others* may be used *more than once*.

The instructions will inform test takers if options may be used more than once.

Type 7 Matching sentence endings Task type & format Task Focus Task Focus The first half of a sentence based on the text Choose the best way to complete it from a list of possible options - more options than questions. Understand the main ideas within a sentence

- Test takers must write the letter they have chosen on the answer sheet.
- The *questions* are in the *same order* as the information in the passage:

 that is, the answer to the first question in this group will be found before
 the answer to the second question, and so on.

 This task type may be used with any type of text.

Type 8 Sentence completion Task type & format Task Focus Complete sentences in a given number of words taken from the text. Locate detail or specific information

- The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND / OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'.
- If test takers write more than the number of words asked for, they will lose the mark.

 Numbers can be written using figures or words. Contracted words will not be tested.

 Hyphenated words count as single words. The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be

© Ha Huy Duc Type 9 -Summary, note, table, flow-chart completion Task type & format Task Focus A summary of a section of the text Complete it with information drawn from the text. The given information may be in the form of: of a section of text. • Several connected sentences of text (referred to as

Several notes (referred to as notes)

a summary)

- A table with some of its cells empty or partially empty (referred to as a table),
- A series of *boxes* or *steps* linked by *arrows* to show a sequence of events, with some of the boxes or steps empty or partially empty (referred to as a flow-chart).

- Understand details and/or the main ideas
- In the variations involving a *summary* or notes

Test takers need to be aware of the type of word(s) that will fit into a given gap (for example, whether a noun is needed, or a verb, etc.).

#Note:

• The *summary* will usually be of only one part of the passage rather than the whole.

The answers will not necessarily occur in the same order as in the text. However, they will usually come from one section rather than the entire text.

- There are *two variations* of this task type *select words* from the *text or* to *select from a list* of answers. The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. *If test takers write more than the number of words asked for, they will lose the mark.*
- Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. Where a list of answers is provided, they most frequently consist of a single word.

Because this task type often relates to precise factual information, it is often used with descriptive texts.

Type 10 Diagram label completion Task type & format Task Focus Complete labels on a diagram, which relates to a description contained in the text. Understand a detailed description, and to relate it to information presented in the form of a diagram

#Note:

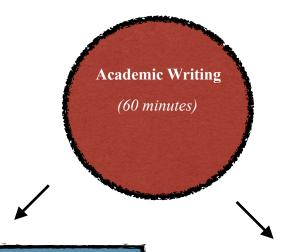
- The *diagram* may be of some type of *machine*, or of parts of a *building* or of any other *element* that can be *represented pictorially*. This task type is often used with texts describing *processes* or with *descriptive texts*.
- The instructions will make it clear how many words/numbers test takers should use i8n their answers, e.g. 'NO
 MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE
 THAN TWO WORDS'.

If test takers write more than the number of words asked for, they will lose the mark.

• Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The answers do not necessarily occur in order in the passage. However, they will usually come from one section rather than the entire text.

Type 11 Short-answer questions Task type & format Task Focus Answer questions, which usually relate to factual information about details in the text. This is most likely to be used with a text that contains a lot of factual information and detail.

- Test takers must write their answers in words or numbers on the answer sheet. Test takers must write their answers using words from the text. The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark.
- Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. The questions are in the same order as the information in the text.



Task 1 - you will be presented with:

- A graph
- Table
- Chart or diagram
- **Describe**, **summarise** or **explain** the information in your own words.
- Describe and explain data
- **Describe** the stages of a process, how something works or describe an object or event.

Task 2 - you will be asked to write an essay in response to:

- A point of view
 - Argument or problem.

- *Topics* are of *general interest* to, and suitable for, test takers entering *undergraduate* and *postgraduate studies* or seeking *professional registration*
- Responses to both tasks must be in a formal style.
- In Task 1, test takers are asked to describe some visual information (graph / table / chart / diagram) in their own words. They need to write 150 words in about 20 minutes. In Task 2, they respond to a point of view or argument or problem. They need to write 250 words in about 40 minutes.
- Answers must be given on the answer sheet and must be written in full. Notes or bullet points are not acceptable as answers.
- Test takers may write on the question paper but this cannot be taken from the examination room and will not be seen by the examiner.

Task 1 (Less than 20 minutes & At least 150 words)

Task type & Format

Task focus

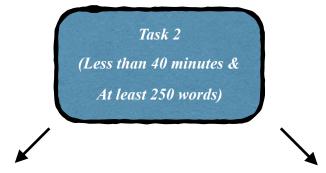
Describe:

- Facts or figures presented in one or more graphs, charts or tables on a related topic
- Should write in an academic or semi-formal/
 neutral styles & include the most important and
 the most relevant points in the diagram.
 Some minor points or details may be left out.
- Identify the most important and relevant information and trends in a graph, chart, table or diagram
- Give a well-organised overview of it using language accurately in an academic style.

#Note:

- Test takers should spend *no more than 20 minutes* on this task. They are asked to *write at least 150 words* and will be *penalised if their answer is too short*. While test takers will not be penalised for writing more than 150 words, they should remember that a longer Task 1 answer may mean that they have less time to spend on *Task 2*, *which contributes twice as much to the Writing band score*.
- Test takers should also note that they will be *penalised* for irrelevance *if the response is off-topic or is not* written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.). They will be severely penalised for plagiarism (i.e. copying from another source).

Test takers must write their answers on the answer booklet.



Task type & Format

Task focus

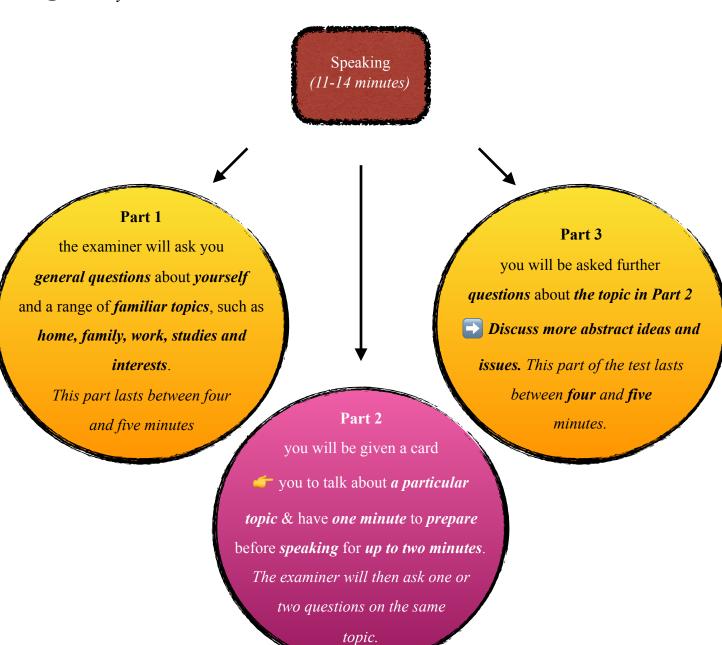
- Write about an academic or semi-formal / neutral style
- *Answers* should be *a discursive consideration* of the relevant issues.
- Test takers should make sure that they read the task carefully and provide a full and relevant response. For example, if the topic is a particular aspect of computers, they should focus on this aspect in their response. They should not simply write about computers in general.

Present a clear, relevant, well-organised argument, giving evidence or examples to support ideas and use language accurately.

#Note:

- Test takers should spend *no more than 40 minutes* on this task. They are asked to write *at least 250 words* and will be penalised if their answer is too short. While test takers will not be penalised for writing more than 250 words, if they write a very long answer they may not have time for checking and correcting at the end and some ideas may not be directly relevant to the question.
- Task 2 contributes twice as much to the final Writing band score as Task 1. Therefore, test takers who fail to attempt to answer this task will greatly reduce their chance of achieving a good band.
- Test takers will be *penalised* for irrelevance if the response is *off-topic or is not written as full, connected text* (e.g. using bullet points in any part of the response, or note form, etc.). They will be severely penalised for plagiarism (i.e. copying from another source). Finally, test takers should make sure that they *do not copy directly from the question paper because this will not be assessed.*

They must write their answers on the answer booklet.



- The Speaking test consists of *an oral interview* between the test takers' and an examiner. *All Speaking tests are recorded*.
- There are three parts to the test and each part fulfils a specific function in terms of interaction pattern, task input and test takers output.
- No. of questions in each part: Variable



Task type & Format

Task focus

The examiner

introduces him/herself and *checks the test takers' identity*. They then ask the test takers general questions on some

familiar topics such as:

- Home, family, work, studies
- Interests

To ensure consistency, questions are taken from a script.

Communicate opinions & information on:

- Everyday topics & common experiences
- Or situations by answering a range of questions.

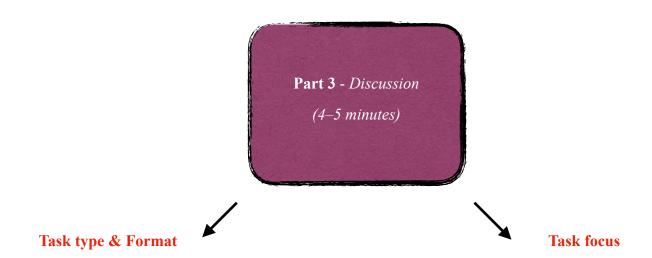
Part 2 - Long turn (3-4 minutes, including the preparation time)

Task type & Format

Task focus

The examiner gives the test takers *a task card*

- The test takers to talk about *a particular topic*, includes *points* to *cover* in their *talk* and *instructs* the test takers to *explain* one aspect of the topic.
- Test takers are given *one minute to prepare* their talk, and are given a pencil and paper to make notes.
- The examiner asks the test takers to talk for 1 to 2 minutes, stops the test takers after 2 minutes, and asks one or two questions on the same topic.
- The ability to *speak at length on a given topic* (without further prompts from the examiner), using appropriate language and organising ideas coherently.
- It is likely that the test takers will need to draw on their own experience to complete the long turn.



The examiner and the test takers *discuss issues* related to **the topic in Part 2** in *a more general* and *abstract way* and, where appropriate, in greater depth

The ability to *express* and *justify opinions* and *to* analyse, discuss and speculate about issues.

The IELTS scale		
Band score	Skill level	Description
9	Expert user	 The test taker has <i>fully operational command</i> of the language. The use of English is appropriate, accurate and fluent, and shows complete understanding.
8	Very good user	 The test taker has <i>fully</i> operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.

The IELTS scale		
Band score	Skill level	Description
7	Good user	• The test taker has
		 operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6	Competent user	 The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.

The IELTS scale		
Band score	Skill level	Description
5	Modest user	 The test taker has a <i>partial</i> command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their own field.
4	Limited user	 The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.
3	Extremely limited user	 The test taker conveys and understands <i>only general meaning</i> in <i>very familiar situations</i>. There are <i>frequent breakdowns</i> in communication.

The IELTS scale		
Band score	Skill level	Description
2	Intermittent user	The test taker has <i>great</i> difficulty understanding spoken and written English.
1	Non-user	The test taker has <i>no ability</i> to use the language except <i>a few</i> isolated words.
0	Did not attempt the test	The test taker did not answer the questions.

- IELTS results are reported on a 9-band scale. They are designed to be simple and easy to understand.
- They are reported as band scores on a scale from 1 (the lowest) to 9 (the highest).



Overall band score (Some examples)						
	Listening	Reading	Writing	Speaking	Average of four components (total of the four individual component scores divided by four)	Band score
Test taker A	6.5	6.5	5.0	7.0	6.25	6.5
Test taker B	4.0	3.5	4.0	4.0	3.875	4.0
Test Taker C	6.5	6.5	5.5	6.0	6.125	6.0

- The overall band score is the average of the four sections scores, rounded to *the nearest whole* or half band. The sections scores are weighted equally.
- If the average of the four sections ends in .25, the overall band score is rounded up to the next *half band*, and if it ends in .75, the overall band score is rounded up to the next *whole band*.



Listening	
Band score	Raw score out of 40
5	16
6	23
7	30
8	35

Academic Reading	
Band score	Raw score out of 40
5	15
6	23
7	30
8	35

General Training Reading	
Band score	Raw score out of 40
4	15
5	23
6	30
7	34
8	38



Listening

The IELTS Listening test contains 40 questions. Each correct answer is awarded one mark. Scores out of 40 are converted to the IELTS nine-band scale. Scores are reported in whole and half bands.

Reading

The IELTS Reading test contains 40 questions. Each correct answer is awarded one mark. Scores out of 40 are converted to the IELTS *nine-band scale*. **Scores** are reported in **whole** and **half bands**.

The *Academic and General Training Reading* tests are graded on *the same scale*. The distinction between the two tests is one of genre or text type. However, *Academic Reading* tests may contain texts which feature *more difficult vocabulary* or *greater complexity of style*. It is usual that a greater number of questions must be answered correctly on a General Training Reading test to secure a given band score.

Writing

Examiners use assessment criteria to award a band score for each of the *four criteria*:

- Task Achievement (for Task 1), Task Response (for Task 2)
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

The criteria are *weighted equally* and the score on the task is the average.

Speaking

Examiners use assessment criteria to award a band score for each of the *four criteria*:

- Fluency and Coherence
- Lexical Resource
- Grammatical Range and Accuracy
- Pronunciation

The criteria are weighted equally and the Speaking band score is the average.

IELTS Writing Task 1 Assessment Criteria

[Band 9]

- *Task achievement:* Fully satisfy all the requirements of the task & Clearly present a fully developed response
- *Coherence & cohesion:* Use cohesion in such a way that it attracts no attention *& Skilfully manage paragraphing*
- Lexical resources: Use a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'
- Grammatical range & accuracy: Use a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'

[Band 8]

- *Task achievement:* Cover all requirements of the task sufficiently & Present, highlight and illustrate key features or bullet points clearly and appropriately
- Coherence & cohesion: Sequence information and ideas logically & Manage all aspects of cohesion well & Use paragraphing sufficiently and appropriately
- Lexical resources: Use a wide range of vocabulary fluently and flexibly to convey precise meanings & Skilfully use uncommon lexical items but there may be occasional inaccuracies in word choice and collocation & Produce rare errors in spelling and/or word formation
- Grammatical range & accuracy: Use a wide range of structures & The majority of sentences are error-free & Make only very occasional errors or inappropriacies

IELTS Writing Task 1 Assessment Criteria

[Band 7]

- *Task achievement:* Cover the requirements of the task
 - (A) present a clear overview of main trends,
 differences or stages
 - **(GT)** present a clear purpose, with the tone consistent and appropriate
 - clearly present and highlight key features or bullet points but could be more fully extended
- Coherence & cohesion: Logically organise information and ideas; there is clear progression throughout & Use a range of cohesive devices appropriately although there may be some under-/over-use
- Lexical resources: Use a sufficient range of vocabulary to allow some flexibility and precision
 Use less common lexical items with some awareness of style and collocation
 may produce occasional errors in word choice, spelling and/or word formation s
- Grammatical range & accuracy: Use a variety of complex structures & Produce frequent error-free sentences & Has good control of grammar and punctuation but may make a few errors

[Band 6]

- *Task achievement:* Address the requirements of the task
 - **(A)** Present an overview with information appropriately selected
 - **(GT)** Present a purpose that is generally clear; there may be inconsistencies in tone
 - Present and adequately highlight key

 features / bullet points but details may be

 irrelevant, inappropriate or inaccurate
- Coherence & cohesion: Arrange information and ideas coherently and there is a clear overall progression & Use cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical & May not always use referencing clearly or appropriately
- Lexical resources: Use an adequate range of vocabulary for the task & Attempt to use less common vocabulary but with some inaccuracy & Make some errors in spelling and/or word formation, but they do not impede communication
- Grammatical range & accuracy: Use a mix of simple and complex sentence forms & The majority of sentences are error-free & Make some errors in grammar and punctuation but they rarely reduce communication

IELTS Writing Task 1 Assessment Criteria

[Band 7]

- *Task achievement:* Cover the requirements of the task
 - (A) present a clear overview of main trends,
 differences or stages
 - **(GT)** present a clear purpose, with the tone consistent and appropriate
 - clearly present and highlight key features or bullet points but could be more fully extended
- Coherence & cohesion: Logically organise information and ideas; there is clear progression throughout & Use a range of cohesive devices appropriately although there may be some under-/over-use
- Lexical resources: Use a sufficient range of vocabulary to allow some flexibility and precision
 Use less common lexical items with some awareness of style and collocation
 may produce occasional errors in word choice, spelling and/or word formation s
- Grammatical range & accuracy: Use a variety of complex structures & Produce frequent error-free sentences & Has good control of grammar and punctuation but may make a few errors

[Band 6]

- *Task achievement:* Address the requirements of the task
 - **(A)** Present an overview with information appropriately selected
 - **(GT)** Present a purpose that is generally clear; there may be inconsistencies in tone
 - Present and adequately highlight key

 features / bullet points but details may be

 irrelevant, inappropriate or inaccurate
- Coherence & cohesion: Arrange information and ideas coherently and there is a clear overall progression & Use cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical & May not always use referencing clearly or appropriately
- Lexical resources: Use an adequate range of vocabulary for the task & Attempt to use less common vocabulary but with some inaccuracy & Make some errors in spelling and/or word formation, but they do not impede communication
- Grammatical range & accuracy: Use a mix of simple and complex sentence forms & The majority of sentences are error-free & Make some errors in grammar and punctuation but they rarely reduce communication



IELTS Writing Task 1 Assessment Criteria

[Band 5]

- *Task achievement:* Generally address the task; the format may be inappropriate in places
 - (A) Recount detail mechanically with no clear overview; there may be no data to support the description
 - **(GT)** May present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate
 - Present, but inadequately cover key features/
 bullet points; there may be a tendency to
 focus on details
- Coherence & cohesion: Present information with some organisation but there may be a lack of overall progression & Make inadequate, inaccurate o rover-use of cohesive devices & May be repetitive because of lack of referencing and substitution
- Lexical resources: Use a limited range of vocabulary, but this is minimally adequate for the task & May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader
- Grammatical range & accuracy: Use only a limited range of structures & Attempt complex sentences but these tend to be less accurate than simple sentences & May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

[Band 4]

- *Task achievement:* Attempt to address the task but does not cover all key features/bullet points; the format may be inappropriate
 - **(GT)** Fail to clearly explain the purpose of the letter; the tone may be inappropriate
 - May confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate
- Coherence & cohesion: Present information and ideas but these are not arranged coherently and there is no clear progression in the response & Use some basic cohesive devices but these may be inaccurate or repetitive
- Lexical resources: Use only basic vocabulary which may be used repetitively or which may be inappropriate for the task & Has limited control of word formation and/or spelling & Errors may cause strain for the reader
- Grammatical range & accuracy: Use only a very limited range of structures with only rare use of subordinate clauses & Some structures are accurate but errors predominate, and punctuation is often faulty



IELTS Writing Task 2 Assessment Criteria

[Band 9]

- *Task Response:* Fully address all parts of the task & Present a fully developed position in answer to the question with relevant, fully extended and well supported ideas
- Coherence & cohesion: Use cohesion in such a way that it attracts no attention & Skilfully manage paragraphing
- Lexical resources: Use a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'
- Grammatical range & accuracy: Use a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'

[Band 8]

- *Task Response:* Sufficiently address all parts of the task & Present a well-developed response to the question with relevant, extended and supported ideas
- Coherence & cohesion: Sequence information and ideas logically & Manage all aspects of cohesion well & Use paragraphing sufficiently and appropriately
- Lexical resources: Use a wide range of
 vocabulary fluently and flexibly to convey precise
 meanings & Skilfully use uncommon lexical items
 but there may be occasional inaccuracies in word
 choice and collocation & Produce rare errors in
 spelling and/or word formation
- Grammatical range & accuracy: Use a wide range of structures & the majority of sentences are error-free & Make only very occasional errors or inappropriacies



IELTS Writing Task 2 Assessment Criteria

[Band 7]

- *Task Response:* Address all parts of the task
- & Present a clear position throughout the response
- & Present, extend and support main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus
- Coherence & cohesion: Logically organise information and ideas; there is clear progression throughout & Use a range of cohesive devices appropriately although there may be some under-/over-use & Present a clear central topic with in each paragraph
- Lexical resources: Use a sufficient range of vocabulary to allow some flexibility and precision
 Use less common lexical items with some awareness of style and collocation
 May produce occasional errors in word choice, spelling and/or word formation
- *Grammatical range & accuracy:* Use a variety of complex structures & Produce frequent error-free sentences & Has good control of grammar and punctuation but may make a few errors

[Band 6]

- Task Response: Address all parts of the task although some parts maybe more fully covered than others & Present a relevant position although the conclusions may become unclear or repetitive
 Present relevant main ideas but some may be inadequately developed / unclear
- Coherence & cohesion: Arrange information and ideas coherently and there is a clear overall progression & Use cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical & May not always use referencing clearly or appropriately & Use paragraphing, but not always logically
- Lexical resources: Use an adequate range of vocabulary for the task & Attempt to use less common vocabulary but with some inaccuracy & Make some errors in spelling and/or word formation, but they do not impede communication
- *Grammatical range & accuracy:* Use a mix of simple and complex sentence forms & Make some errors in grammar and punctuation but they rarely reduce communication



IELTS Writing Task 2 Assessment Criteria

[Band 5]

- *Task Response:* Address the task only partially; the format may be inappropriate places & Express a position but the development is not always clear and there may be no conclusions drawn & Present some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail
- Coherence & cohesion: Present information with some organisation but there may be a lack of overall progression & Make inadequate, inaccurate or over-use of cohesive devices & May be repetitive because of lack of referencing and substitution & May not write in paragraphs, or paragraphing may be inadequate
- Lexical resources: Use a limited range of vocabulary, but this is minimally adequate for the task & May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader
- Grammatical range & accuracy: Use only a limited range of structures & Attempt complex sentences but these tend to be less accurate than simple sentences & May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

[Band 4]

- *Task Response:* Responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate & Present a position but this is unclear & Present some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported
- Coherence & cohesion: Present information and ideas but these are not arranged coherently and there is no clear progression in the response & Use some basic cohesive devices but these may be inaccurate or repetitive & May not write in paragraphs or their use may be confusing
- Lexical resources: Use only basic vocabulary which may be used repetitively or which may be inappropriate for the task & Has limited control of word formation and/or spelling; errors may cause strain for the reader
- *Grammatical range & accuracy:* Use only a very limited range of structures with only rare & Some structures are accurate but errors predominate, and punctuation is often faulty



[Band 9]

- Fluency and Coherence: Speak fluently with only rare repetition or self-correction & Any hesitation is content-related rather than to find words or grammar & Speak coherently with fully appropriate cohesive features & Develop topics fully and appropriately
- Lexical Resources: Use vocabulary with full flexibility and precision in all topics & Use idiomatic language naturally and accurately
- Grammatical Range and Accuracy: Use a full range of structures naturally and appropriately & Produce consistently accurate structures apart from 'slips' characteristic of native speaker speech
- **Pronunciation:** Use a full range of pronunciation features with precision and subtlety & Use a full range of pronunciation features with precision and subtlety & Effortless to understand

[Band 8]

- Fluency and Coherence: Speak fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language & Develop topics coherently and appropriately
- Lexical Resources: Use a wide vocabulary
 resource readily and flexibly to convey precise
 meaning & Use less common and idiomatic
 vocabulary skilfully, with occasional in accuracies
 & Use paraphrase effectively as required
- Grammatical Range and Accuracy: Use a wide range of structures flexibly & Produce a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors
- **Pronunciation:** Use a wide range of pronunciation features & Sustain flexible use of features, with only occasional lapses & Easy to understand throughout; L1 accent has minimal effect on intelligibility



[Band 7]

- Fluency and Coherence: Speak at length without noticeable effort or loss of coherence & May demonstrate language-related at times or some repetition and/or self-correction & Use a range of connectives and discourse markers with some flexibility
- Lexical Resources: Use vocabulary resource flexibly to discuss a variety of topics & Use some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices & Use paraphrase effectively
- Grammatical Range and Accuracy: Use a range of complex structures with some flexibility & Frequently produce error-free sentences, though some grammatical mistakes persist
- **Pronunciation:** Show all the positive features of *Band 6* and some, but not all, of the positive features of *Band 8*

[Band 6]

- Fluency and Coherence: Willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation
 Use a range of connectives and discourse markers but not always appropriately
- Lexical Resources: Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies & Generally paraphrase successfully
- Grammatical Range and Accuracy: Use a mix of simple and complex structures, but with limited flexibility & May make frequent mistakes with complex structures though these rarely cause comprehension problems
- **Pronunciation:** Use a range of pronunciation features with mixed control & Show some effective use of features but this is not sustained & Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times



[Band 5]

- Fluency and Coherence: Usually maintain flow of speech but use repetition, self-correction and/or slow speech to keep going & May over-use certain connectives and discourse markers & Produce simple speech fluently, but more complex communication causes fluency problems
- Lexical Resources: Manage to talk about familiar and unfamiliar topics but use vocabulary with limited flexibility & Attempt to use paraphrase but with mixed success
- Grammatical Range and Accuracy: Produce
 basic sentence forms with reasonable accuracy &
 Use a limited range of more complex structures,
 but these usually contain errors and may cause
 some comprehension problems
- **Pronunciation:** Show all the positive features of *Band 4* and some, but not all, of the positive features of *Band 6*

[Band 4]

- Fluency and Coherence: Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction & Link basic sentences but with repetitious use of simple connectives and some breakdowns incoherence
- Lexical Resources: Able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and make frequent errors in word choice & Rarely attempt paraphrase
- Grammatical Range and Accuracy: Produce basic sentence forms and some correct simple sentences but subordinate structures are rare & Errors are frequent and may lead to misunderstanding
- Pronunciation: Use a limited range of pronunciation features & Attempt to control features but lapses are frequent & Mispronunciations are frequent and cause some difficulty for the listener